

CHAPTER V

LEAVENWORTH AFTER WORLD WAR II

By June 7, 1945, certain units had won Meritorious Service Unit Plaques for their part in the war. The Armed Forces Induction Station and the Special Training Unit both of the War Department Personnel Center received theirs on the same date.¹ In July, two other units were so honored: The Medical Detachment of the Station Complement and the WAC Detachment.²

For a short period of time after Gen Truesdell left, the Post was commanded by an Air Corps officer. Maj Gen Otto C. Weyland, the Deputy Commandant, assumed command on October 22, 1945.³ Gen Weyland was a combat veteran who was assigned to Leavenworth as a result of the importunities of Gen Truesdell for assignment of a high ranking air officer to the faculty. His recognition of the necessity of close relationship between army and air made General Truesdell repeatedly insist on the necessity for such an air officer, preferably with combat experience. His requests for three general officer positions for the school, had borne fruit earlier with the assignment of Brig Gen R. C. Candee from the 12th Air Support Command, Brig Gen A. W. Pence from Naples Port and Brig Gen W. A. Campbell from 3d Infantry Division. These officers with Col Nalle made up the "murder board." They were directors of Air and Service courses and Assistant Commandant respectively.

Later the War Department assigned Maj Gen William F. Dean to the faculty. Gen Dean was especially selected to be director of the new Command Class. The caliber of this combat-proved officer was again demonstrated when he distinguished himself in 1950 in action in the defense of Taejon, Korea.

Lt Gen Leonard T. Gerow, distinguished veteran of the European campaign assumed com-

mand of Leavenworth, November 2, 1945.⁴ Soon after his installation as Commandant, Gen Gerow was designated as President of the War Department Military Education Board.⁵ Consisting of representatives of the air, ground, and service forces, all major generals, the board was directed to assemble December 1 at Fort Leavenworth to prepare a plan for the postwar educational system of the Army. The Gerow Board report submitted by this board formed the basis for an Army-wide reorganization of the Army school system. For the first time an integrated and phased system of education for all ranks and components of the Army was proposed. Implementation of this well conceived and thought-out plan was bound to increase the efficiency of the Army by progressive training of officers over a career period.

The inauguration of the Command Class in the latter part of 1945 was the fruition of Gen Truesdell's belief that a graduate-type school to top the school system was necessary.⁶ He had always felt the need for a broader approach to the educational objectives of the College. He had advocated the committee type method of study of problems. This seminar method was actually tried out with the ANSCOL classes. The course was designed for selected graduates of the regular course who would pursue advanced studies involving the higher echelons of Army and Air Force command. Studies included consideration of War Department organization and problems, strategic regional surveys, analysis of recent operations, and planning on a theater of operations scale.⁷ The first Command Class graduated in Grant Hall at 9 o'clock February 27, 1946.

⁴ General Order No 41, Headquarters, Fort Leavenworth, Kans, 2 November 1945.

⁵ Letter TAG Subj War Department Military Education Board 23 November 1945.

Membership: Lt Gen Leonard T. Gerow, Maj Gen William G. Livesay, Army Ground Forces; Maj Gen Donald Wilson, Army Air Forces; Maj Gen Stanley L. Scott, Army Service Forces.

⁶ Letter Gen Truesdell to Director Special Planning Division, Subject "Post War Planning C&GSC, dated September 8, 1944.

⁷ The Command Course lasted for 5½ months and ran concurrently with the general staff class.

¹ General Orders No 13 and 14, Headquarters, Fort Leavenworth, Kans, 7 June 1945. A plaque had previously been awarded to Command and General Staff School Detachment by General Order 8, 4 October 1944.

² General Orders No 21 and 22, Headquarters, Fort Leavenworth, Kans, 25 July 1945.

³ General Order No 37, Headquarters, Fort Leavenworth, Kans, 22 October 1945.

On May 29, 1946, the Command and General Staff School was redesignated the Command and Staff College. This action gave recognition to the variety of courses taught⁸ and the higher level of instruction, particularly in the Command Classes. The last of the wartime Special Classes, the Twenty-seventh General Staff Class, was graduated on May 31, 1946.

SURVEY OF THE COLLEGE

One of the significant actions taken by Gen Gerow as Commandant was to request a survey of the educational program of the College.⁹ The survey was made by a group of civilian educators selected by The Adjutant General of the Army. The request was made in a letter, June 4, 1946, from Gen Gerow to G3 of the War Department General Staff.

Observing the conduct of instruction and inquiring into the complex machinery of the College, the experts sought answers to the problem of improving operation. The scope of their investigation covered among other aspects the organization of the College, the curriculum, instructional material and methods, selection of faculty and students, and the student evaluation program. Their observations were made during three visits to the College, totalling approximately 1 month, between August and December of 1946. The results of the survey with recommendations on each of the major fields of investigation were published by The Adjutant General in February 1947. The document was called officially the "Survey of the Educational Program, the Command and Staff College, Fort Leavenworth, Kansas."

The membership of the board reflected high qualifications in the fields of education and psychology. Dr. Edwin R. Henry, chairman, held a PhD degree from Ohio State University and was an author and consultant on psychology. Dr. Mitchell Dreese was a PhD from Columbia University and a personnel consultant to the National Resources Planning Board. Dr. Harold A. Edgerton was another PhD and a professor of psychology from Ohio State University. He was also an author of several books on statistics and student academic progress

analysis. Dr. Jacob S. Orleans¹⁰ was a PhD and Phi Beta Kappa from Columbia University. He was a professor of education and an expert and author on educational tests and measurement.

While it was not practical to put in operation at once all of the recommendations of this highly qualified group, the study they made was of considerable value to the College. Especially in the fields of testing and evaluation of students were their findings and recommendations important. Many of these recommendations pointed the way to improvements which can be made and are gradually being made. One of their recommendations, for instance, was that permanent civilian educators be added to the College faculty. It was considered that such an addition would add continuity to a faculty, subject to the 3-year rotational change required by Army orders. In addition, the benefit of perspective and academic "know how" of professional educators would be available to the College. While this recommendation was not accepted in its entirety, a civilian educational adviser was obtained for the College. Moreover, this adviser was placed in a position of special assistant to the Commandant where his ideas and recommendations could be of maximum benefit and effect.

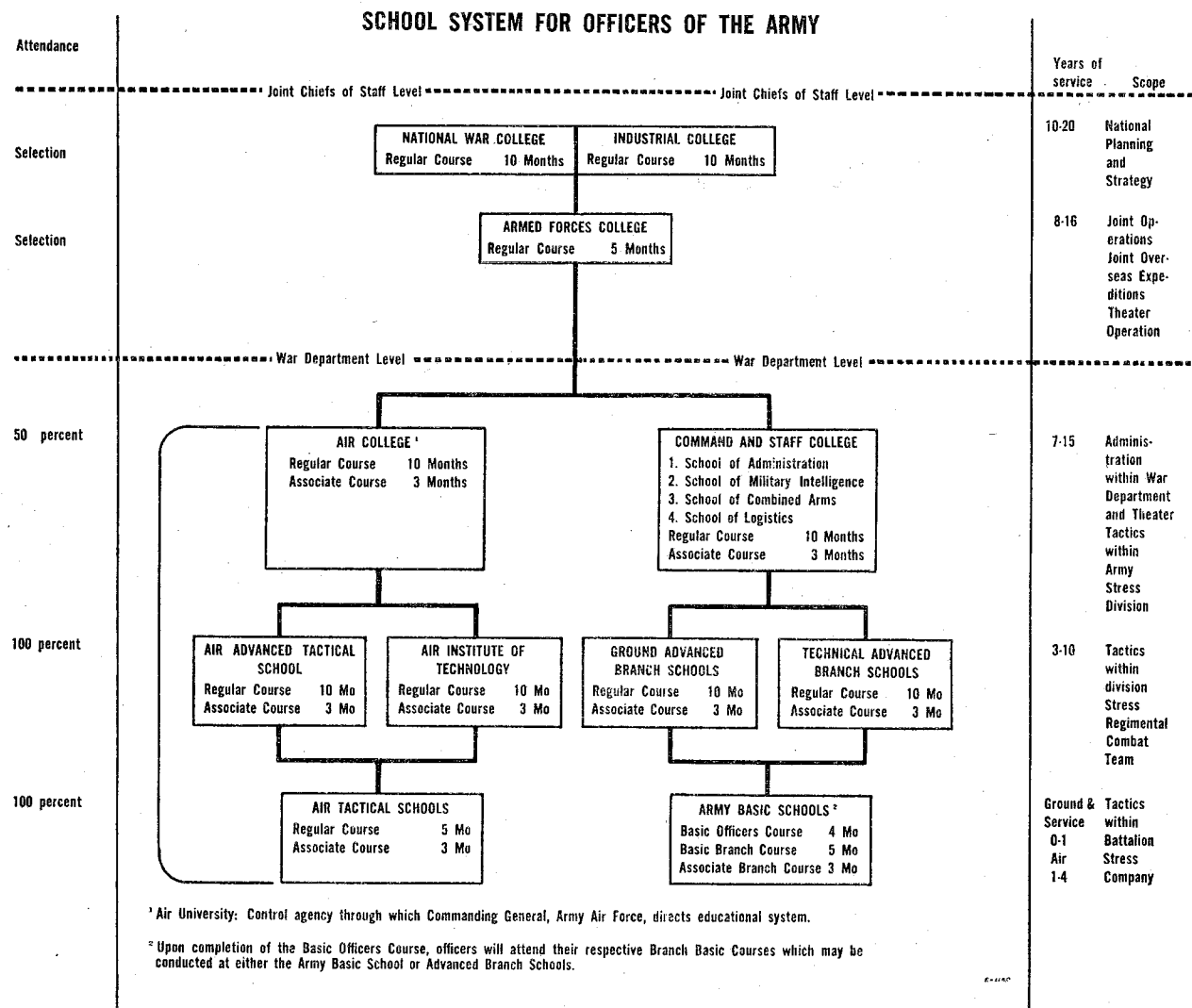
GEROW REPORT

The report prepared by the Gerow Board on the post World War II Army educational system was an outstanding contribution to the Army. The board, directed to prepare a plan for the postwar education of officers of the Army, worked out a comprehensive career program. The recommendations of this board approved by the Secretary of War with modifications on May 27, 1946, set the pattern for the educational system for officers of the entire armed forces as indicated in the attached chart. Prior to the approval of this report the career pattern for officers followed roughly a similar course. However, the variations of circumstances or of the policies of various branches resulted in little actual uniformity. The establishment of a definite career program objective was a great step forward in Army officer training.

⁸ (Specialized courses in Personnel, Intelligence, Combined Arms, and Logistics.)

⁹ Letter Gen Gerow to ACofS G3, WDGS, Subject: Use of Scientific and Technological Experts at the Command and Staff College, June 4, 1945.

¹⁰ Gen Gerow requested and obtained Dr. Orleans' assignment to the faculty as educational adviser.



The modification made in the Gerow Board Report by the approving authority specifically provided for a new organization of the Command and Staff College. The College was divided into four schools: Administration, Military Intelligence, Combined Arms, and Logistics. It further specified the break-down of the 41-week course into a common phase of 31 weeks and a specialized phase, prescribing subject matter by weeks and fractions thereof. This modification was made as an interim measure since the recommendation of the Board for establishment of a top-level school was not approved. Another interim proposal, that the General Staff train its own personnel by a short course in the War Department was likewise disapproved.¹¹

¹¹ Disposition Form D/P&A to D/O&T, WDGS 16 May 1947.

The faculty organization prior to the reorganization necessitated by this directive was quite simple. Under the Assistant Commandant were two instructional divisions. The first of these, the Staff Division, was divided into Personnel, Intelligence, Operations, and Logistics and was charged with preparation and presentation of instructional material relating to the functions of their designated general staff section. The second, the Command Division, was divided into Air, Ground, and Service and charged with conduct of integrated instruction in the tactical and logistical functions of complete staffs of divisions, corps, and armies and comparable air and communication zone staffs. (See chart, "Organization of Faculty, 28 February 1946, Appendix XIX.)

The opening exercises for the first postwar Regular Course, that of 1946-47, were held in

Gruber Hall September 4, 1946. This was a 10-month course which marked the end of the cycle of wartime short courses and the return to a more normal academic pace.

By the time the 1946-47 class reported on September 4, 1946 the new organization of the faculty was in effect. Under the Assistant Commandant of the College were the commandants of four schools: Personnel, Intelligence, Combined Arms, and Logistics. Each school had a commandant, assistant commandant, and a school director. The School of Combined Arms was charged with integrated instruction in tactical and logistical functions of complete staffs as was the Command Division previously. This school divided its functions among committees for: training and techniques, tactics and techniques-division, tactics and techniques-corps, army and amphibious operations, and field manuals and supporting arms. (See chart of Faculty Organization, 25 November 1946, Appendix XIX.)

Gen Gerow considered that the 3-year tour of duty of officers assigned to the faculty was too brief. He favored extending the tour of faculty members to 4 years to improve their usefulness.¹² Dr. Orleans in a report to the Commandant considered a change to a 4-year tour minimum and that a 5 to 8 year tour for key officers with consideration to permanent assignment of key personnel to obtain maximum faculty effectiveness.

Opening exercises of the 1947 Regular Associate Course were held January 6, 1947. Regular Associate Courses were held each year thereafter. These 13-week courses accommodated approximately 200 Reserve and National Guard officers and ran concurrently with the Regular Course. The curriculum followed roughly that of the Regular Course; however, its scope was limited to coverage at the basic divisional level rather than corps and army. Graduation for this first after-the-war Associate Class took place April 5, 1947.

Gen Gerow also concerned himself with the administration of his large garrison. He supervised the improvement of the facilities and management of the Officers' Club. This focal point of recreation and entertainment is particularly vital on a Post made up primarily of senior student officers and their families.

The Commandant also was actively interested in the management and improvement of the post exchange. This local retail store is as essential to a military community as the corner drug store which performs a similar function in a civilian neighborhood. Gen Gerow took active steps to see that this facility functioned properly and spoke personally to Gen Walton Walker, then in command of Fifth Army, in regard to funds for alterations.

On May 2, 1947, a riot broke out at the US Disciplinary Barracks on the Post. The trouble started over the matter of racial segregation in the prison mess hall. A fight between the inmates started at about 8 o'clock in the evening. By 9 o'clock the guards had the rioting prisoners confined to two cell blocks. Manning fire hoses and threatening the use of tear gas, the custodial personnel invited the prisoners to surrender. When the invitation was ignored, a sufficient concentration of tear gas was built up in the open windowed cell blocks to wear down the resistance. The last group surrendered during the afternoon of May 3rd.

At this time the Separation Center on the Post was operating as a part of the Personnel Center to discharge Army and Air Corps officers and enlisted men due to the curtailment of the Armed Forces.

The 371st Army Band, formerly stationed at Camp Miles Standish, Massachusetts, took part in the various exercises and ceremonies at the Personnel Center and on the Post. Formerly designated variously as the Band, 20th Infantry, Command and General Staff School Band, the Station Complement, S.U. 1739 Band, the 354th ASF Band, and the 371st Band, this unit was redesignated an Army band on May 15, 1947.¹³

Another redesignation also was announced on May 8, 1947. The word "general" was added to the institution name to make it the Command and General Staff College.¹⁴

In the fall of 1947 several locations on the

¹³ General Order No 14, May 22, 1941, announced February 9, 1942.

General Order No 39, November 1, 1943 General Order No 6, January 21, 1944, General Order No 7, April 15, 1946, General Order No 19, May 15, 1947.

¹⁴ General Order No 25, June 11, 1946 announced the name as Command and Staff College effective May 29, 1946.

General Order No 16, May 8, 1947 changed name to Command and General Staff College effective April 25, 1947.

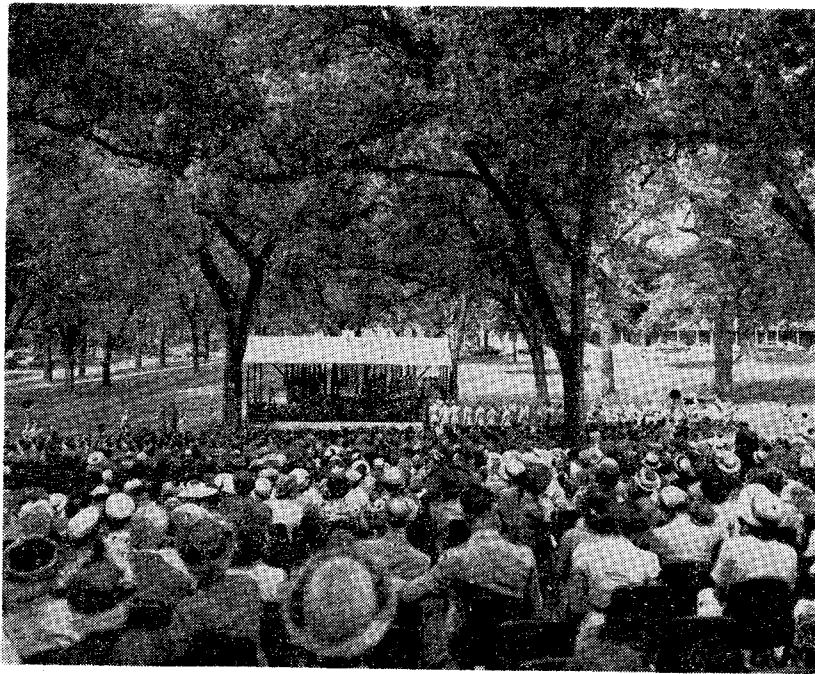
¹² Memo Gen Gerow to Gen Dean, Subject: Tour of Duty October 28, 1946.

Post were given names officially. The 58-building student housing area to the south, east, and west of Highway 92 was completed and designated the Normandy Area after the famous operations of World Wars I and II.¹⁵ The area to the east known as East Normandy completed in November and December 1947 comprised 26 2-story brick apartment buildings containing 4 apartments each. At the same time the buildings of the Reception Center were converted into apartments for student housing. This addition added 232 apartments (sets of quarters) to the living accommodations of the Post. Also at this time Buckner Drive was named for Lt Gen Simon Bolivar Buckner,¹⁶ who was killed in action on Okinawa in May 1945. Stilwell Avenue was named for that redoubtable soldier of the China The-

GENERAL EDDY

Lt Gen Manton S. Eddy assumed command of the Post and College on January 11, 1948 succeeding Gen Gerow. This widely experienced corps commander of World War II was also a splendid administrator. He was especially adept at creating good will. He became, as other Commandants before him had, a highly respected and influential member of the community surrounding Fort Leavenworth. Relations between the Post and the city of Leavenworth itself were at an all-time high.

Gen Eddy presided at the graduation exercises for the 1947-48 Regular Class which were held in Sumner Place July 2, 1948. Brig Gen Harlan N. Hartness had arrived, just previously on June 4, 1948, to take over duties as Assistant Commandant.



Graduation exercises in Sumner Place.

ater, Lt Gen Joseph W. "Vinegar Joe" Stilwell.¹⁶ Rose Circle was named for Maj Gen Maurice Rose, 3d Armored Division Commander killed while leading his division near Paderborne, Germany, March 19, 1945; and King Avenue was so designated in honor of Maj Gen Edward Leonard King¹⁶ who was Commandant of the College from July 1925 to July 1929.

¹⁵ General Order No 31, September 12, 1947.

This beautiful park-like, grassy bowl shaded by arching elms is habitually the scene of graduations of the Regular Class, weather permitting. A speaker's stand covered with striped awning and decorated with greenery and the flags of all of the Allied Nations represented by the students in the Class, is located near the center of this former parade ground of Fort Leavenworth in the frontier days. To the

¹⁶ General Order No 33, September 26, 1947.

east in a large semicircle chairs are arranged for the class, the faculty, and their wives, and the large number of guests who attend the ceremony. Here Gen Lesley J. McNair addressed the last Regular Class to graduate before World War II; and there have gathered other Leavenworth classes to receive the accolade which only Leavenworth can give. Here is a fitting setting for an entrance onto the stage of our country's history by this select group. How well they have played their parts we shall endeavor to point out.

On February 4, 1949, the Secretary of the Army designated Gen Eddy as President of the Department of the Army Board on Educational System for Officers.¹⁷ One of the primary missions of this board was to determine whether or not an Army War College should be included in the Army School System. With the implementation of the National Defense Act of 1947, the Department of the Air Force had already established an Air War College as a part of the Air University at Maxwell Air Force Base, Alabama. The Naval War College had long been in existence at Newport, Rhode Island. With the outbreak of World War II the Army War College in Washington, D.C., then serving both Army and Army Air Forces, had suspended operations.

The approval of the Eddy Board Report by letter from the Secretary of the Army dated October 26, 1949, established the Army school system for officers. Comparison of the approved chart shown below with that of the Gerow Board Report shows remarkable similarity.

Although a rough career pattern which involved progressive education for officers had long been in practice in the Army, this firm statement of the educational objective was a progressive step of no mean proportions. More-

over, the bringing of the Army system into line with that of the other services (or vice versa) was a contribution toward the highly desirable unification of the Armed Forces sought by the National Defense Act of 1947.

Gen Eddy developed a friendly, homey atmosphere on the Post. This tremendously busy man, burdened with responsibilities and frequently required by his duties to be away from the Post nevertheless found time to enter into every phase of garrison life. His half-humorous, half-serious talks to the Women's Club achieved the cooperation of every wife. His attendance at Boy Scout dinners and ceremonies was an inspiration to the younger members of the command. His interest and enthusiasm for the Glee Club, Choral Group, and Dramatic Club encouraged and enlivened these activities. In addition, Gen Eddy gave special interest and support to the Allied Officers' Section. Gen Eddy appreciated fully the tremendous opportunity the College had to demonstrate to these representatives of our Allies the good neighbor policy.

In this congenial atmosphere the Allied Officers' Section thrived. Arrangements were made for families of faculty members to sponsor incoming families of Allied students. Families on the Post were encouraged to invite Allied officers and their families into their homes. Special efforts were made on typical American holiday occasions as for Thanksgiving dinner and at Christmas time.

The reception given by the Commandant for the Allied officers was a colorful and gay occasion. Especially attractive were the bright dress uniforms of the British Commonwealth officers and flowing saris of the ladies from India and Pakistan. The table in the cloakroom piled with military headgear of many nations was an interesting sight.

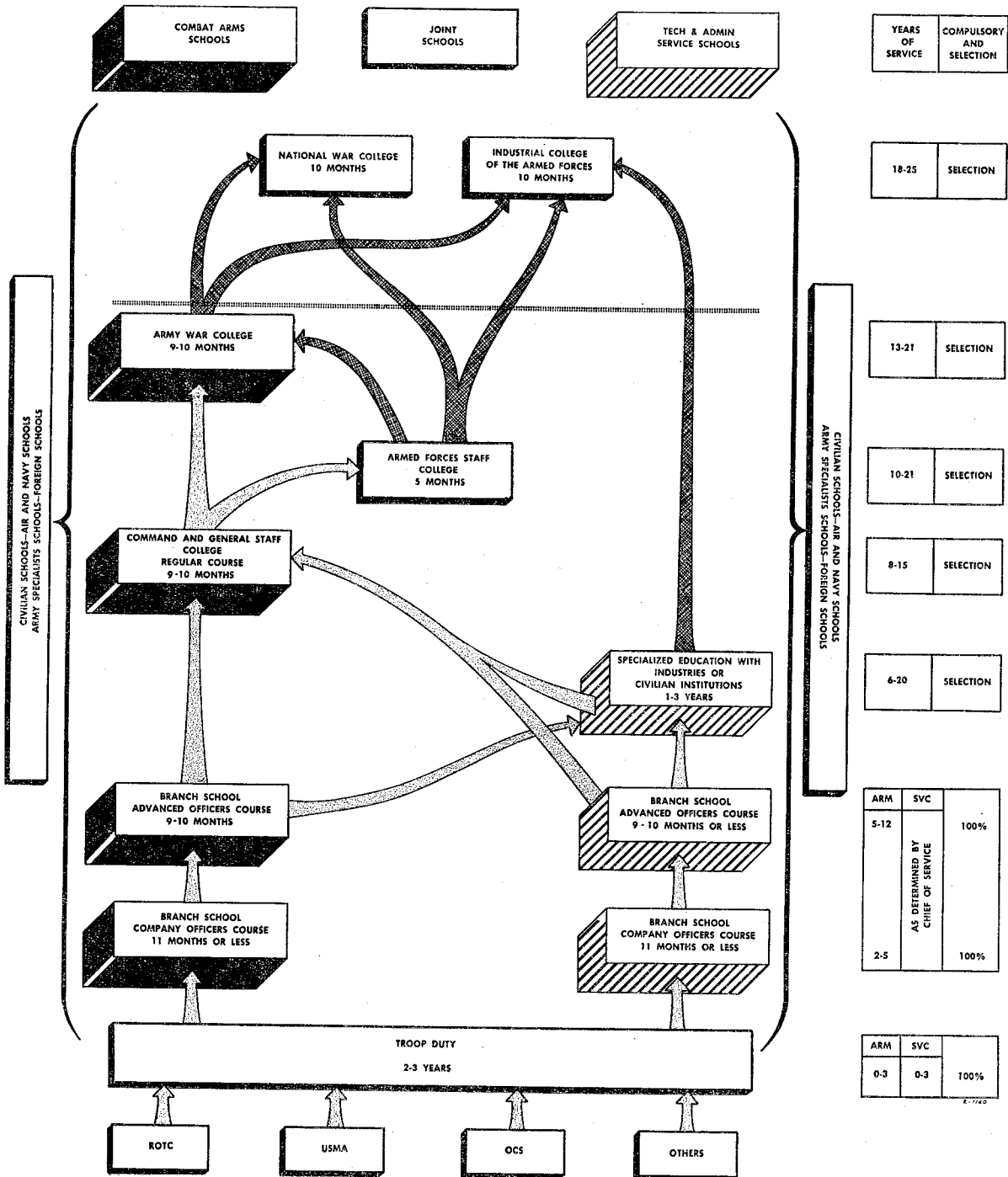
Another feature of the Allied officer program was a special parade which was arranged. Since the parade was held in honor of the Allied officers the reviewing party was made up of these student officers from many lands. This military formation enhanced by the varied uniforms of the reviewing officers and the flags of all of the nations represented was a brilliant and impressive spectacle.

The Allied Officers Section was fortunate in having at its head at this time Col H. B. En-

¹⁷ Membership of the Board:

Lt Gen Manton S. Eddy—Commandant C&GSC
 Maj Gen Withers A. Burress—Commandant The Infantry School
 Maj Gen William G. Livesay—Commandant The Armored School
 Maj Gen Cliff Andrus—Commandant The Artillery School
 Maj Gen Douglas L. Weart—Commanding General, Fort Belvoir, Va.
 Col Philip C. Wehle—Army Field Forces
 Col Cecil W. Nist—O&T Division, General Staff, US Army
 Col Edward H. McDaniel—C&GSC
 Recorder without vote:
 Col William T. Sexton—C&GSC

EDUCATIONAL SYSTEM FOR REGULAR ARMY OFFICERS



derton. Assisted by his charming wife, Col Enderton did much to promote the feeling of helpfulness and welcome which was desired for these representatives of our Allies.

Gen Eddy was especially assisted in his efforts to have a happy post family by Mrs. Eddy. Mrs. Hartness, wife of the Assistant

Commandant, contributed much also. The gracious friendliness of these two ladies, the two "Mamies" (Mamie Eddy and Mamie Hartness) did whatever else was necessary to make of Fort Leavenworth an easy congenial place for the families to live.

CHAPTER VI

COLLEGE ORGANIZATION AND OPERATION

As a result of the studies at Department of the Army level¹ there were also studies made by the College. One of these studies was made by the Wood Board² appointed by direction of the Assistant Commandant by the Secretary, Col John H. Van Vliet, on March 8, 1948. This board was directed to consider and make recommendations on the size of the classes and the organization of the faculty. A unique provision of the order appointing the board was that "The Board will consult Dr. J. S. Orleans, Psycho-Educational Adviser to the Commandant, who will attend its meetings." Dr. Orleans was a member of the board of civilian experts who studied and evaluated the College in the fall of 1946. The Commandant was so impressed with his contribution to the study of the College that he asked Dr. Orleans to become a member of the faculty as Educational Adviser. Largely as a result of the Wood Board report, the Commandant approved a change in the size of classes. The tremendous classes handled during World War II had necessitated mass instruction of large classes occasionally in excess of 900 students. With the conversion to smaller peacetime student bodies it was deemed essential to reduce the size of the groups to be instructed. The Wood Board recommended that the faculty organization be based on 12 instructional groups of approximately 40 students each.

The Gerow Board, it will be recalled, had recommended a curricular break-down of 31 weeks of common subject instruction. The balance of the course of 41 weeks was to be specialized instruction in administration, intelligence, combined arms, and logistics. The Wood Board recommended and the College adopted a five school organization to carry out

this program. The 31 weeks of instruction to be taken by all students was charged to a school of common instruction. This school was made up of five instructional groups of 13 instructors each. It was given the official designation of "School of the Commander and General Staff." This name was descriptive of the instructional matter charged to the school; i.e., techniques and functions of the commanders of divisions, corps, armies, and communications zone, and of their general staffs.

The specialized phase of the course was taught by the four schools: Personnel, Intelligence, Combined Arms, and Logistics. These schools were assigned 13 or 14 instructors each. The School of Combined Arms was later designated as Organization and Training, which was more in keeping with the title of its Department of the Army General Staff counterpart. All of these Schools became Departments in 1949 and their Commandants became Directors.

Another College board is noteworthy. The Withers Board was directed on March 3, 1949, by the Assistant Commandant, Brig Gen Harlan N. Hartness, to study the organization of the College in view of a reduction of 37 officers in authorized strength.³ This board recommended that the cut of 37 be restored and that a sixth section to handle the Associate Class instruction be added to the Department of the Commander and General Staff. The findings of this board are indicative of the increased workload on the faculty entailed by the change to the small class system. This change was made without due regard to increasing the faculty proportionately. The table below, an excerpt of the board report, shows this trend strikingly.

¹ Gerow Board and Eddy Board.

² Col Stuart Wood, president, Lt Col D. M. Perkins, E. A. Salet, and D. C. Russell members.

³ Membership of Board:

Col George K. Withers, Engr
Col Ira K. Evans, QMC
Col Earl C. Bergquist, Inf
Col Paul D. Adams, Inf
Col James F. Collins, FA
Col Wesley W. Yale, Cav (Recorder)
Col Thomas F. Van Natta, Cav

Actual Faculty Strength from Organization Charts

<i>Date</i>	<i>Total officer strength</i>	<i>All overhead</i>	<i>Analysis and research</i>	<i>Actual instructors</i>	<i>Total hours of instruction per year</i>
Apr 45	153	21	0	133	5,620
May 45	147	25	0	122	5,620
Sep 45	156	27	0	129	6,800
Oct 45	139	31	0	108	6,800
Feb 46	142	27	0	115	6,946
Apr 46	158	30	0	128	6,946
Nov 46	178	34	7	144	4,100
Sep 47	192	41	11	151	4,160
Sep 48	194	53	12	141	15,200

A study of the table indicates the following trends:

- (1) The total faculty strength increased slowly but steadily during the period.
- (2) The overhead of the faculty (all those not actually conducting classes) also increased steadily, but at a much faster rate, in 1948 it was more than twice what it was in 1945.
- (3) The number of actual instructors increased very slightly, due to large increase in overhead.
- (4) In 1948-49 the hours of instruction presented increased sharply (over 4 times) due to the institution of the new system of learning involving 12 classrooms instead of 1, and 12 instructors teaching simultaneously.

The increase in overhead is especially notable. Such increases seem to accompany peacetime or stability unless guarded against strictly. The addition to the College organization of a Department of Analysis and Research in November of 1946 is an interesting innovation.

DEPARTMENT OF ANALYSIS AND RESEARCH

The function of the Department of Analysis and Research (A&R) was to review instructional material to ensure consonance with Army doctrine. In an organization made up of five instructional departments, this function was especially important. For many years Army doctrine has been published in manuals which The Adjutant General publishes and distributes. The Army school system came quite naturally into the business of revision of manuals and

the writing of new manuals. From the supervision of doctrine for the College, the Department of Analysis and Research logically became involved in the manuals business. As a consequence, a Manual Section became an important part of the Department.

Its monitorship of College doctrine by A&R, however, was not a popular function with the other Departments of the College. As a member of the College Review Board which met and went over every item of instructional material prior to its presentation to the class, A&R spoke with the authority of the Assistant Commandant. It was not without reason that these sessions of the Review Board were jokingly known as the "murder" of a subject and the board as the "murder board."

A&R had other useful functions. It performed special projects for the College, especially those dealing with new developments. Because of its position as the fountainhead of Army doctrine, the College is frequently called upon for studies or opinions. A&R generally handled matters of this nature. This department was also the focal point for dealing with agencies outside the College, such as Army Field Forces, the Naval War College, or lower echelon schools of the Army school system. A&R also took the long-range view of the College curriculum and performed other planning and control functions.

But the A&R function was not popular. The Withers Board recommended that A&R be brought down to the level of the instructional departments. And the latest board which studied the College organization in the fall of 1950

recommended that A&R be abolished completely.⁴

However, the objectivity which can only be obtained from an agency outside of the instructional departments is essential to proper operation of the College. The function of long-range planning and evaluation of results which can be obtained only from the perspective of detachment is a necessary element of any organization, and especially valuable in an educational institution.

Col Don C. Faith was the first Director of A&R.

OPERATION OF THE COLLEGE

The mechanics of getting instruction to the students of the College is not complex. The curriculum is based upon a Program of Instruction approved by Army Field Forces, the agency to whom control of the Army school system has been delegated by the Department of the Army General Staff. Actually the Program of Instruction (POI) is prepared by the G3 (Operations) Section of the Academic Department. This POI sets forth by subject content and number of hours the entire coverage of the year's course. Each subject is briefed to such an extent that overlapping coverage would be apparent to anyone reviewing the POI.

After approval by Army Field Forces, the POI is returned to the College. Here the G3 Section breaks the subject matter down to the five instructional departments for presentation to the class. Each department has a special field of interest in instruction.

Department I —Intelligence

Department II —Armor, Logistics

Department III—Operations, Air Support

Department IV—Airborne, Amphibious

Department V —Personnel

To avoid compartmentization, however, each department puts on instructional material covering all fields. For instance, all sections teach the communications zone; and all sections teach division, corps, and army tactical problems which embody the functioning and techniques of intelligence, personnel, and logistics, as well as operations.

Department VI is responsible for all non-resident instruction including extension courses.

THE AUTHOR

In the instructional departments, subjects are assigned to individual instructor "authors." Each author is given responsibility for two or three subjects or problems. This assignment may require him to write an entirely new subject or merely to revise a subject which has been presented in previous years. In either case, the instructor is given complete responsibility for accuracy of factual data, seeing that the problem is mimeographed and ready for the College review, and that it is printed and proofread prior to the time of its presentation to the class. Since the author is the basic element of the instructional system, much depends on the quality of this individual. Moreover, if because of the press of multitudinous duties time for research is lacking, this lack shows up immediately in the subject matter presented to the student. Fortunately, the caliber of the instructor-author has been so high that problem quality has not suffered greatly because fabulous amounts of author overtime have been expended to ensure that it did not. It has not been unusual for an instructor to work a 55-hour week average during the school year.

FORMAL REVIEW

Once written the problem is normally reviewed formally. In a formal review the author presents to the College review board the problem as it will be presented in the classroom. This board consists of the Director of the Academic Staff, the department chief, the staff officer concerned, and a representative of any special agency together with the author. For instance, for an intelligence problem involving an airborne situation the board might consist of:

The Director of the Academic Staff, who rules on any point in dispute.

The department chief, who is responsible for the problem presented by an author of his section.

The G2, since this is basically an intelligence problem.

A representative of the Air Section, since use of Air Force equipment is involved.

⁴ Col G. R. Barker, President, Col H. E. Kelly, Director of Instruction, Col T. B. Hedekin, Secretary, Col G. C. Reinhardt, Col R. Q. Brown, Col A. S. Britt (Recorder).

An airborne expert to advise on technical aspects of airborne operations.

If the problem involves operations to any extent, G3 is included.

G4 is present if logistical matters are involved.

After review, the problem is prepared for the printer. Corrections directed by the review board are incorporated. The master copy is delivered to Editing and Publications for printing, allowing approximately 1 month leeway prior to presentation time.

BRIEFINGS

Just prior to presentation to the class, one or more briefings are held. The briefing is conducted by the author for all instructors who will present the problem to the class. Supervised by his department chief, the author goes through the problem in detail. He explains the use of all charts and training aids to be employed in putting on the problem. He goes over any mathematical calculations or any questionable points of technique, and answers questions posed by the other instructors. The author tries to anticipate points and questions with which the student may have difficulty. Occasionally the author's solution does not ring quite true to one or more of the presenters. In this case the discussion often becomes quite as "bloody" or heated as the College "murder." However, a sound solution is worked out prior to presentation, and approved by the department chief, the staff member of the academic department concerned, or the Director of the Academic Staff himself, as required.

PRESENTATION

Presentation of the problem to the class is, of course, the pay-off. Instructors set a high standard of appearance, demeanor, and thorough advance preparation. This includes arrival early at the classroom to guarantee readiness of training aids and instructional material to be distributed. Often this time is spent answering and discussing student questions evoked by the previous night's study assignment. The instructor works from a folder which he prepares for himself from the mimeographed lesson plan of the problem in the manner and detail which suits his needs. This lesson plan contains comments and questions which

seek to develop student understanding of major instructional points to be covered. Approximately five major points are covered in every hour of instruction (50 minutes plus 10-minute break).

These learning points are developed by the applicatory method where possible. Students solve requirements in which they as commanders or general staff officers make estimates, plans, decisions, or issue orders based on tactical or administrative situations presented usually by use of a map. Students are encouraged to participate actively in discussions usually initiated by an instructor question. They are also urged to contribute to the discussion from pertinent personal experience.

AFTER-ACTION REPORT

After presentation instructors are required to submit after-action reports. These reports are consolidated by the author who submits a report to the academic staff containing recommendations on the presentation of the problem in subsequent years. In this manner, weaknesses in problems are discovered and corrected prior to presentation to future classes. Constant revision keeps problems up to date and aims at steady improvement in the caliber of instructional material.

In reality, constant revision has attendant disadvantages. If a standard of minimum revision on well-tried problems were established, author time could be saved. This time saved could be used to advantage in preparation of new problems or in research on really troublesome aspects of old ones.

ADVISER PROGRAM

Another duty of the instructor is with the faculty adviser program. Each faculty member is assigned several students for whom he is the adviser. In this capacity he is not a coach nor a social sponsor but a point of contact to facilitate the student getting the most out of the course. Should one of his students fall below the satisfactory standard in academic work, the adviser is notified and counsels the failing student. The advisers undertake to find answers to any student question on instructional material. Officers of the Allied armies at the College are given a special adviser from the Allied Officers' Section if any difficulty with the course is anticipated.

STUDENT EVALUATION

The instructor plays an important part also in the evaluation program. A considerable amount of time is spent in grading examinations and marked requirements. In an effort to return papers to students promptly, instructors often work straight through, working nights and holidays, to get the papers back. Student standing in the class and satisfactory completion of the course are determined by grades on these tests. A cut sheet is worked out in advance which assigns total weight and weights for each point covered. Working as teams of three normally, instructors grade and check the papers by the cut sheet. Each paper is usually checked by three instructors. Exceptionally high papers or exceptionally low papers are reviewed by the department chief and by the Director of the Academic Staff. "Spots" are graded in much the same way. A curve is drawn of the results obtained and a cut off point determined for high A papers and low U papers. There are three intermediate grades—Excellent, Very Satisfactory, and Satisfactory. Each paper, however, is scored by a numerical grade recorded but unpublished to the student. Grades are stamped on returned papers by alphabetical symbols, A, E, VS, S, and U. (To be changed to numerical symbols I, II, III, IV, and V for 1951-52.) Students are permitted to protest or "reclama" errors of fact in grading.

Progress has been made in the use of objective tests. Grading of objective tests cuts down considerably on the amount of instructor time spent on grading. This time saved can be devoted to needed research.

One additional feature of the evaluation system is a graded individual paper or thesis. One year this individual paper was a map exercise which the student was required to draw up for presentation to a theoretical class. At other times lists of topics are assigned requiring individual research of the student and preparation of a thesis or study.

The evaluation program normally comprises approximately 10 examinations and 20 "spots." The examinations and the individual paper make up 900 points of the total weight of the program. The graded "spot" requirements make up the other 100 of the total 1,000 points. Examinations are held customarily on Friday

afternoons throughout the year. The graded "spots," being brief samples on any subject of the curriculum, may and do come at almost any time throughout the course.

INSTRUCTOR TRAINING

The instructor is prepared for his duties by a special training course, lasting 2 to 3 weeks. This course covers techniques of teaching at the College and actual practice in preparation of material. As a graduation exercise the new instructor presents to the training class a 40-minute block of the material he has prepared. Usually this material is a part of one of the problems to which the new instructor will be assigned as an author in the coming year. This arrangement conserves the always limited time of the instructor. Officers with wide experience as civilian educators have contributed substantially to the success of this program. Lt Col L. L. Jarvie was among the first of the instructor trainers.

APPLICATORY METHOD

College instruction is based to the maximum on learning by doing. The best way to learn to be a staff officer or a commander is to be one. To this end there are map exercises and map maneuvers throughout the course in which the students are designated as commanders, chiefs of staff, and staff officers of fictional units participating in an action. They are required to make estimates, plans, decisions, and issue orders based on combat or logistical situations drawn as realistically as practicable. To add to realism these exercises are occasionally held on the terrain around Fort Leavenworth. Many invading armies have planned a river crossing of the muddy Missouri; and many are the defensive positions which have been selected in the vicinity of Frenchman's, Pilot Knob, or Big Stranger Creek.

Additional aids to realism are the umpires. These student or faculty groups represent the enemy and action and decisions of higher or adjacent units. At times two student armies are arrayed against each other in a free maneuver. On one of these maneuvers the action continues without a break for about 3 days. During the war years it was an amusing sight to see the members of opposing armies in one of these maneuvers, wearing distinctive red and blue

bands or white umpire bands, eating a quick meal together at the mess. These continuous problems were designed to place on students some of the strain of working and making decisions under fatigue which is imposed by protracted simulated combat operations.

OTHER COURSES

In addition to the Regular Course there are several other courses conducted at Fort Leavenworth. The largest and longest of these is the Regular Associate Course. This course normally numbers about 200 Reserve Corps and National Guard officers. It is a course of 13 weeks duration roughly paralleling the Regular Course in content. The mission and scope of the course is limited necessarily to division level because of its short duration. This course usually starts in January and ends in April.

Three other courses are conducted for units of the National Guard and Organized Reserve Corps. There is a 1 week's refresher course each for National Guard and Reserve divisions. The division commander and his staff assemble for instruction directed toward giving the staffs practical work as divisional teams. The same type of course is provided for commanders and staffs of logistical commands.

EXTRA-MURAL COURSES

Another function of the Command and General Staff College is provision of instructional material for staff training away from Fort Leavenworth. To provide training for Reserve and National Guard units and individuals who could not get to one of the Associate or Refresher Courses, other courses were established in the army areas. In 1949 with material provided by the College, a trial run was made of one of these courses at Allentown, Pennsylvania. The thought behind these courses was that local instructors using prepared material could tailor their use of it to fit various local conditions and requirements of hours and duration. These courses proved successful and have been continued.

Another College effort in the civilian component training program is the Special Associate Course of the Command and General Staff College. Again the College provided packets of instructional material and training aid charts. In this case Leavenworth also put on an In-

structor Training Course to fit instructors from the army areas to present the material. For in this instance, to make the Command and General Staff College course available locally the armies conduct a replica of the Associate Course in each army area. One of these Special Associate Courses is also conducted in Hawaii.

The Special Associate Course is conducted in three phases. These phases are 2-week periods of instruction conducted as needed, according to the number of students who apply for them. Completion of three phases together with certain prerequisite extension courses is equivalent to completion of the regular 3-month Associate Course. The College issues a diploma for successful completion of this extra-mural course. These courses are especially valuable in training civilian component officers who can devote only a 2-week vacation period each year to the program.

EXTENSION COURSES

The extension program of the College is also a thriving big business. This program started in the fall of 1946. In 1950 it had an average enrollment of approximately 10,000. The Department of Army through Army Field Forces has charged the College with preparation and administration of 69 extension subcourses. A subcourse covers approximately 30 credit hours of work. The scope and content of these subcourses follow closely that of the Regular Course. By a combination of extension course work and associate courses, officers of the civilian components accumulate credit toward promotion and retirement.

NAVY AND AIR SECTIONS

There are Naval and Air officers on the Leavenworth faculty. This splendid example of the unification of the armed forces in action began during World War II. One or more air officers have for years been included on the instructional staff, but the Navy is a more recent addition. The need for close coordination of doctrine especially in amphibious operations brought the addition of two officers of the Navy and one Marine officer to the teaching staff. The Air Section is comprised of six officers and a noncommissioned officer in addition to the air complement stationed at Sherman Field.

GUEST SPEAKER PROGRAM

The Leavenworth curriculum includes a valuable guest speaker program. Each of the important Department of the Army agencies is represented by a general officer speaker. Talks by the eminent military biographer and historian Dr. Douglas Southall Freeman, widely known editor of the *Richmond News Leader* are almost an annual event. The renowned psychiatrist Dr. William C. Menninger has spoken frequently on the military application of his science. Another prominent speaker, author, and editor was Col S. L. A. Marshall, writer of *Men Against Fire*. His analysis of soldier reaction under shell-fire has been especially interesting and valuable to his officer listeners. Guest speaker lectures are considered such an important part of the course that all student classes are required to attend. In addition, all members of the faculty whose duties permit customarily are present. A question period which habitually follows the talk provides a stimulating climax.

FIELD TRIPS

Usually the Leavenworth course includes one or more field trips. Student experience is enhanced and made realistic by observation of demonstrations away from the Post. Trips have been made to witness amphibious demonstrations at the Marine Corps Amphibious Training Center at Coronado, California. Air support by rocket armed jet planes and an airborne parachute attack are demonstrated for the class at Eglin Field, Florida. And the class sees the impressive fire power of an infantry battalion in attack and defense at Fort Benning, Georgia. Whenever possible, the class learns firsthand of air transportability by making the trip in C-82, "Flying Boxcars."

INSTRUCTIONAL AIDS

An invaluable part of the Leavenworth system is the Instructional Aids Section. They provide 20-foot panel charts to fit the theater-size classrooms in Gruber or Andrews Halls. They also turn out with facility the 6 by 4 foot ozalid charts normally used in the smaller classrooms. Special charts or training devices are produced as required. An example is the training aid made of numerous small mouse traps and ping pong balls which erupted in a shower of flying

celluloid to demonstrate a nuclear chain reaction.

This section also makes tape recordings of lectures or for use in instructor training. They also supplement instruction by use of appropriate films from the extensive library maintained for instructional purposes. A weekly showing of current training and operational film reports is shown by this section to students on a voluntary basis.

The College played a part in the production of a television show on staff work in 1950. This was a pioneer effort in the use of this new medium for instructional purposes.

ARMY MANUALS

Another important function of the College is preparation of Army training literature. Army doctrine is set forth in a series of training manuals. Preparation of new manuals and revision of old manuals within the scope of its mission is a College responsibility. Creation and training of the World War II Army was greatly expedited and facilitated by this series of training manuals. These handbooks of tactical doctrine and technique provided texts and ready reference material for all commanders and their units. Without them it would have been difficult if not impossible to train our Army.

The Command and General Staff College is responsible for the coordination of Army doctrine. The authority delegated by Army Field Forces and the War College rests with Leavenworth. As the senior Army school under the War College, the Command and General Staff College must make sure that the teaching of all the branch schools such as the Infantry School, the Artillery School, and the Quartermaster School is in consonance.

OBSERVERS

In order to keep its teachings up to the minute, the college dispatches observer teams to areas of operations. A team to Korea has returned to Leavenworth and made its report. Modifications in doctrine will be made as a result of these reports if changes are found to be warranted by new conditions or techniques. Observers are likewise sent to important maneuvers such as "Portrex," "Southern Pines," and "Swarmer."

CHAPTER VII

THE ARMY WAR COLLEGE

As a direct result of the recommendations of the Eddy Board the Army War College was reopened at Fort Leavenworth on October 2, 1950.

The board conceived of the proposed addition to the Army school system as a post-graduate course of an expanded Command and General Staff College. The college would become in effect the Army university. Those officers who had shown promise in the Regular Course of the Command and General Staff College would be retained an additional year for training on a broader scope. This concept was similar to the old 2-year course conducted at Leavenworth in the early thirties. It would be called the Advanced Course, Command and General Staff College. However, the Secretary of the Army in approving the report chose to retain the traditional title, Army War College.

The new War College which was developed, however, was actually quite different in theory as well as name. Gen Swing patterned the college after the National War College and the Industrial College of the Armed Forces. He was determined to provide the Army with a high-level institution of the broadest scope. Here promising officers of the ground forces would be encouraged and have time to think of problems on a national and international scale. Trained to cope with the Army's most complex difficulties these graduates were to receive equal consideration for position and promotion with graduates of the highest level joint schools.

The War College like the Command and General Staff College was also of 10 month's duration. The maximum entrance age, however, was raised from 41 to 46 for the senior institution. Also the prerequisite years of service was 13 to 21 years for the War College as opposed to 8 to 15 years for the Command and General Staff College. The scope of instruction included duties of commanders and staffs of army groups, theater Army, and Department of the Army. Attendance at either the National War College or the Industrial College of the Armed Forces would not be given more weight than attendance at the Army War College when selecting officers for promotion or high level

position. Emphasis was placed on Army techniques necessary to carry out the Army's mission as a part of the unified Department of Defense.

Befitting the top school of the Army system, War College objectives covered a broad scope. In general they were to acquaint the student with the problems to be encountered at high command and staff level and to give practice and techniques useful in solving these problems. The broad fields covered: the Army and national security, current problems of the Army, and war planning.

It will be recalled that the Army War College was one of three branches of the original Army General Staff. Under the impetus of Secretary of War, Elihu Root, the War College came into existence on February 14, 1903, during the great struggle to create an American general staff. Brig Gen Tasker H. Bliss, President of the Army War College from August 1903 to June 1905, is quoted as saying, "While endeavoring to spread information as to the need of a General Staff Corps the Secretary decided upon taking the first forward step by establishing a War College with general staff powers so far as might be possible."¹ He further stated, "There was thus initiated the use of scientific methods in the study of national defense."² The emphasis on planning and the broad analytical approach came quite naturally as a heritage to the newly activated War College.

To carry out the best possible orientation for its students, the War College organized a comprehensive guest speaker program. On the premise that the best information obtainable would come from the leaders in each field of interest, the college sought and was remarkably successful in obtaining top men as their speakers. To supplement this program the class was taken on various trips; one to Washington, others to Sandia Base, New Mexico, and White Sands Proving Ground also in New Mexico.

¹ Otto L. Nelson, Jr. Maj Gen, *National Security and the General Staff* (Washington, D.C. 1946) p. 42.

² *Ibid*; p. 71.

The majority of the college work was carried on by committee. A subject was assigned, thoroughly researched, and a report prepared. This report was then presented orally to the balance of the class by members of the committee. In addition each student was required to submit an original thesis on a pertinent subject of national scope.

The first Commandant of the new War College was Maj Gen Joseph M. Swing. Gen Swing assumed command of the War College and the Post upon the departure of Gen Eddy July 6, 1950.³ A wartime Commander of the famous 11th Airborne Division and a former Commandant of the Field Artillery School at Fort Sill, Oklahoma, Gen Swing brought to the new institution a winning combination of dash and academic "know how." He wisely selected as his Assistant Commandant a brilliant young brigadier general, Arthur G. Trudeau. To Gen Trudeau fell the task of much of the detail of organization and operation of the new school. That the War College got off to a new start on a continuation of its eminent career of service to the Nation is no mean tribute to these two splendid leaders. The accomplishment is even more noteworthy from the fact that soon after graduation on June 29, 1951, the entire War College moved to a new station. It was decided that a location nearer the source of its guest

speakers would facilitate the operation of the school. Carlisle Barracks, Pennsylvania, former home of the Medical Field Service School was chosen as the new War College home.

THE COMMAND AND GENERAL STAFF COLLEGE IN 1950

The Command and General Staff College and the Army War College operated side by side during the school year 1950-51. Maj Gen Horace L. McBride,⁴ was announced as Commandant of the Command and General Staff College on October 6, 1950. The 1950-51 Command and General Staff College Regular Class had started just a month previously. Gen McBride a former Leavenworth instructor had been wartime commander of the 80th Infantry Division. Almost the day of his arrival Brig Gen Harlan N. Hartness,⁵ who had been Acting Commandant departed for an important assignment as Commanding General of the 4th Infantry Division. Col Henry E. Kelly,⁶ Infantry, was named Acting Assistant Commandant on October 17, 1950. Gen Hartness and Col Kelly, who was formerly Director of Instruction, had guided the College through the stress and uncertainty which accompanied the invasion of South Korea by the Communists. Concurrently with the normal operation of the College these experienced officers planned for the role of the College in the event of a partial or a full mobilization.

⁴ General Orders No 20, Headquarters Fort Leavenworth, Kansas, October 6, 1950.

⁵ Gen Hartness became Assistant Commandant June 4, 1948 (General Orders No 14, Headquarters Fort Leavenworth, Kansas) relieving Col Don C. Faith. He served as Assistant Commandant until the departure of Gen Eddy in July 1950 at which time he became Acting Commandant. He continued in this capacity during a very critical period. Upon the arrival of Gen McBride, he departed for a new assignment.

General Order, Headquarters Fort Leavenworth, Kansas, October 17, 1950.

³ General Orders No 37, Headquarters, CGSC and Fort Leavenworth, Kansas, July 6, 1950.

CHAPTER VIII

EVALUATION

The Command and General Staff College is the largest military staff school in the world. Its present regular student class numbers approximately 600. Other classes bring the number of students present at the College at one time close to 1,000. Certainly, from sheer weight of numbers its reputation exceeds that of any other similar school of world renown such as Camberley, the British Staff College, or L'Ecole Supérieure de Guerre in Paris. Success in two world conflicts can breed nothing but respect for the graduates of the Command and General Staff School. Conversely the famous and now extinct Kriegsschule of the Germans is somewhat sullied by two successive defeats. Nothing succeeds like success.

The wartime expansion of the Command and General Staff School was the largest of its kind ever attempted. In 27 World War II classes it graduated approximately 16,055 general staff officers. That these graduates were used for the purpose intended is shown by the following statistics from a study made by Gen Truesdell in August of 1944:

Out of a total of 8,359 graduates as of March 1944:

368 out of 1,825 or 20.1 percent of the general and special staff positions on the 8 army staffs were occupied by graduates.

429 out of 1,390 or 30.8 percent of the general and special staff positions on the 23 corps staffs were occupied by graduates.

703 out of 1,840 or 38 percent of the general and special staff positions in the 85 divisions were occupied by graduates.

In addition, in divisions alone 1,123 graduates occupied command positions.

1,051 Air Force officers were occupying positions on Air Force staffs.

A total of 3,674 out of 8,359 graduates then, or approximately 44 percent, were occupying key staff or command assignments with tactical units. The remainder were assigned to Army

or Air General Staff duty in Washington, to duty with service commands in the United States, or communication zone overseas, or to joint or combined staffs. No other staff college has attempted to turn out such numbers of students.

However, to judge the position of Leavenworth among other staff schools, you must have some basis for comparison. Such comparison is difficult to make if not impossible. Except in size there is little basis for comparing staff schools of other countries with the US school. The missions of these schools are different. They are designed to fit the needs of different armies. Officer training requirements of these armies differ greatly from ours. Whether from the success achieved by our armies, the presence of US military missions, or the support of US means, the Command and General Staff College is being widely imitated. There are growing up replicas of the Command and General Staff College around the world.

In Iran, the military mission is helping to establish a staff school on the pattern of Leavenworth. There is a command and staff college being started in Korea. And other military missions throughout the world are spreading the Leavenworth doctrine. Moreover, approximately 50 officers from various Allied nations come here each year to learn how we do things. This is not conclusive in itself, but American thinking and techniques are permeating the armies of these countries as more and more Leavenworth graduates return home. Argentina used to be greatly influenced by German military thought. Recent graduates of the Command and General Staff College are taking back American ideas and methods to the Argentine. Peru used to be under the sway of French military methods. A succession of Peruvian officer graduates of Leavenworth, as well as our military mission, are gradually changing this thinking.

The reputation of a school can be determined in several ways. Institutions frequently point with pride to the achievements of their graduates, especially in the technical field of a par-

ticular school. This, of course, is in some degree falacious since the qualifications of outstanding graduates may have brought them pre-eminence regardless of their attendance at the institution. This may be especially true of a school where attendance is on a highly selective basis. However, since one way of judging the success of an institution is to look at the records of its graduates, let us examine some of the evidence.

Of the Order of Battle, European Theater of Operations, as of May 7, 1945, the following were graduates of the Command and General Staff College:

The Commander, Supreme Headquarters, Allied Expeditionary Forces—General of the Army Dwight D. Eisenhower.

Commander of the XVIII Airborne Corps—Maj Gen Matthew B. Ridgeway, now Supreme Commander in the Far East. All of the division commanders (4) of this corps were graduates.

Commander, 12th Army Group—General Omar N. Bradley, now Chairman of the Joint Chiefs of Staff.

Commander, Ninth Army—Lt Gen William H. Simpson. All of the corps (3) and division (11) commanders were graduates.

Commander, First Army—General Courtney H. Hodges. All of the corps (2) and division (9) commanders were graduates.

Commander, Third Army—General George S. Patton, Jr. All of the corps (4) and division (14) commanders were graduates.

Commander, Fifteenth Army—Lt Gen Leonard T. Gerow, later Commandant, Command and General Staff College. All of the corps (2) and division (5) commanders were graduates.

Commander, Sixth Army Group—General Jacob L. Devers.

Commander, Seventh Army—Lt Gen Alexander M. Patch. All of the corps (3) and division (13) commanders were graduates.

Commander, First Allied Airborne Army—Lt Gen Louis H. Brereton. The airborne division commander under this army was a graduate.

We might draw an analogy to such a record in a civilian university. It would be tantamount to saying for Massachusetts Institute of Technology that every board chairman, every president, and every director of every large corpora-

tion in the United States except one¹ was a graduate. However, this would not be entirely astonishing if MIT happened to be the only institution of its kind in the country.

Institutions usually derive indirectly a certain amount of prestige from the achievements of their faculty members. By such a standard and using at random the instructors who were members of the Command and General Staff College faculty, 1936 to 1937, as an example, the following data are obtained:

Of a faculty of 70 officers:

3 became lieutenant generals:

Lt Gen Manton S. Eddy, former Commandant, Command and General Staff College, and present Commander, Seventh Army.

Lt Gen Lucien K. Truscott, former Commander, Fifth Army in Italy.

Lt Gen L. H. Brereton, former Commander, First Allied Airborne Army.

25 became major generals.

21 became brigadier generals.

That means that 70 percent of this group attained the rank of general officer. (If 7 who died before attaining star rank were deducted from the total, this percentage would be higher.) Granted that these instructors were a picked group and were in a desirable position at a good time, this is still a remarkable record.²

The importance of an institution may like-

¹ The record in the Pacific is not quite as good although of 33 commanders in the Order of Battle, US Forces, Pacific, as of August 14, 1945, 6 were not graduates. That these 6 included The Supreme Commander, General of the Army Douglas MacArthur*; Lt Gen W. D. Styer, Commander US Forces, Western Pacific; and Lt Gen R. C. Richardson, Jr., Commander US Forces, Middle Pacific, may damage slightly the unanimity of the case built up for the European Theater.

Of 16 Air Force commanders in ETO, 9 were graduates.

Of 9 Air Force commanders in the Pacific, 6 were graduates.

A single but outstanding exception in ETO was James A. Van Fleet now Lt Gen commanding the Eighth Army in Korea.

* NOTE: MacArthur, a 1st Lt and adjutant of the engineer battalion at Fort Leavenworth sat in on the classes and absorbed more than most of the regular students. MacArthur verbally to Truesdell, Tacloban, P.I., Dec 1944.

² Similar statistics compiled for the faculty of 1938-39 of 50 officers:

3 lieutenant generals;

14 major generals;

24 brigadier generals or 82 percent became general officers.

wise be judged to some extent from the opinion of prominent people. A few such opinions follow:

Secretary of War Henry L. Stimson states:

"The staff work of the American Army came of age in World War II. What brilliant individuals had done in earlier wars was done this time by thousands of officers trained in the maturing tradition of Leavenworth."³

Honorable Robert P. Patterson, Secretary of War, states:

"The longer I serve with the War Department the more I appreciate what Leavenworth has done for the nation's safety in the past and its great value to the service for the future. It is no exaggeration to say that our victories in World War II were won right here at Leavenworth, perhaps with the aid of a Gettysburg map. Here our great war leaders learned the art of combined arms, the handling of large bodies of troops."⁴

General Omar N. Bradley, then Chief of Staff of the US Army:

"A review of World War II and its outcome has confirmed in my own mind the belief that the Army system of professional education which was revitalized and expanded after World War I was one of the greatest contributions to the winning of World War II. For it provided us, in our small nucleus of Regular Army and our larger complement of National Guard and Reserve officers with skilled leadership as well as staff procedures which competently faced the tough tactical and strategic problems thrust upon us."⁵

General of the Army George C. Marshall, Chief of Staff of the Army during World War II, Secretary of State, and later Secretary of Defense states:

"It occurs to me today that in more recent years Leavenworth has provided the leaders who played a determining part in halting the Huns in 1918 and in the liberation of Europe and Asia in 1945. In other words, the land battles of Europe and the Pacific were first won here in the heart of America. MacArthur, Eisenhower, Arnold, Bradley, and a long list of our great commanders, were developed on the heights overlooking the Missouri River at Fort Leavenworth."⁶

While these statements were perhaps made

under circumstances and by persons favorable to the Command and General Staff College the content of the statements and the positions of the speakers are such that they appear to have more weight than a normal graduation eulogy.

However, the foregoing relatively glowing statements tell what the school has achieved but not why. Other statistical compilations are convincing as to results but shed little light on how these results were obtained. Very little has been written on the why or how the apparent success of Leavenworth was gained or maintained.

Undoubtedly one reason for its success is careful selection of students to attend. Selection of students to take graduate work in a civilian institution largely depends upon the personal ambition of the individual, the amount of time he can devote to his education, and his ability to pay the fees involved, rather than upon capacity or merit. Of course, there are fellowships and other aids available to some deserving civilian students. However, there is nothing for civilian schools like the highly competitive selection system required for attendance at Leavenworth. During the war this system suffered to some extent from commanders who sent less qualified officers for fear of losing those more qualified.⁷ At the present time, even with an expanded capacity of 600 students annually, it is expected that only 50 percent of the officers of the Army will ever be able to attend the Command and General Staff College.

Another reason for success is an unusually high degree of motivation of the students. Leavenworth is a highly technical school which equips its students with tools of the profession of arms which are essential to their future careers as commanders and staff officers. The majority of the students are mature and experienced officers who appreciate the opportunity offered, who realize its professional significance, and who are determined to get the maximum benefit from the instruction offered.

Another thing which contributes perhaps unconsciously to great motivation is the serious-

³ Henry L. Stimson, *On Active Service in Peace and War* (New York, 1947) p. 60.

⁴ Robert P. Patterson, Address at Command and General Staff College, May 22, 1947.

⁵ Omar N. Bradley, Address at Command and General Staff College, July 1, 1949.

⁶ George C. Marshall, Address in honor of 80th Anniversary of the Salvation Army, Kansas City, Missouri, November 18, 1945.

⁷ *History of World War II*, Historical Division, Department of the Army, the AGF, p. 466:

"Part of the turnover was due to the apparently common practice of 'stealing' officers who attended the C&GSS. Several division commanders complained that 'there was no use trying to educate and train a young staff officer by sending him to Leavenworth for that is the surest means of losing him.'"

ness of the consequences of failure. The seriousness of failure to graduate might seem great to an individual. But Leavenworth trains for responsibilities which transcend the individual and involve life and death not of one individual but many. The responsibilities of a commander and staff officers in battle, and often short of combat, are so great in national and international effect that it occasions speculation whether or not our training methods are sufficiently severe. Nevertheless, it is easy to see that the motivation for both faculty and student is high because the stakes are high. Comparatively, a doctor trains with the lives of hundreds at stake and a lawyer possibly a handful. A division commander or staff officer decides, often daily, the lives of 15,000 men while a corps commander or staff officer makes decisions involving four times that number.

Officers also attain some stature in the Army as Leavenworth graduates. Civilian institutions approach this characteristic when they identify their graduates as having certain attributes as "Yale" men or "Princeton" men. However, these civilian graduates can in no measure compare the equipment or assurance in the use of it attained by a staff officer trained at Leavenworth. In fact the Command and General Staff College is a graduate level institution which equips the student for duties only at the "management" level.

Allied with greater motivation is exceptional unity of purpose and effort. Graduate civilian schools are characterized by individuality. No doubt the purpose of these schools is best served by encouragement of individual thought and idea. While Leavenworth by no means seeks to discourage original thought or novel concepts, it must of its nature inculcate certain patterns and principles. Only by being firmly grounded in accepted doctrine will a commander be able to evaluate properly a situation and to calculate the risk involved in a course of action which deviates from the normal. Consequently, both faculty and student are directed at one goal: production of the best commander and staff officer possible.⁸ This singleness of purpose is seldom found in civilian schools.

A contributory factor in the matter of motivation is realism. Orville L. Eaton in speaking of map exercises and maneuvers in his *Analytical Study of the Methods of Instruction at the C&GSS* states: "Upon the basis of observation of many presentations involving each form of instruction and upon questions to both students and instructors it is concluded that these problem situations are challenging to a degree seldom attained in other schools, civilian or military." Requirements of realistic situations involving weighing of factors involved and reaching of sound decisions are an effective training for the tasks faced by commanders and staff officers.

However, the most important factor in the greatness of Leavenworth is its faculty. This is a surprising statement when consideration is given to the fact that the faculty is transient. Like all other installations in the Army, the faculty of the College is subject to a rotational policy which permits an officer to remain normally for 3 years only. This policy applies to the Commandant and his assistant as well as to specialists such as the personnel of Editing and Publications Department, the Librarian, and the Editor of the *Military Review*. The faculty is the lifeblood of any college. Usually the faculties of the great universities attain some of their greatness through continuity of effort on the part of faculty members who grow in usefulness with the years. How then is the Command and General Staff College able to survive in violation of this principle? How can the school maintain even a reasonable degree of excellence in operation?

The answer is that Leavenworth survives in spite of this seeming handicap. In fact the continuous change of at least a portion of its faculty from top to bottom gives a certain degree of flexibility and willingness to change which is an asset to a military school. However, subject to loss of continuity from a rotation policy which probably does not give a faculty member much better than a 2½ year average of usefulness to the College, it must strive constantly to maintain a high standard. The new instructor must take instructor training, take over the two problems which will be his responsibility, and perfect himself in knowledge and delivery of the material he must present from the platform. Few officers have had col-

⁸ *Survey of Educational Program, C&GSC, 1947, p. 4:* "It was apparent to the commission from the start that the College is permeated by an exceedingly high level of professional interest and spirit of cooperation."

lege-level instructional experience. The small classroom requires intimate familiarity with subject matter in order that the lively discussion by students of an infinite number of points may be encouraged. An instructor can do this only by great application. He must demonstrate all the virtues of devotion to duty, professional competence, and integrity. It has not been unusual for an instructor to put in an average of better than 55 hours per week during the school year.

However, as devoted and important as the instructor is, he is not the paramount reason for Leavenworth's pre-eminence. The rotational policy brought changes in commandants as well as others holding key positions in the College. Nevertheless, despite numerous changes of organization which directly or indirectly followed these changes in the high command, these key individuals, the commandants and their assistant commandants are primarily responsible for the high standard set and maintained. The same professional integrity which has characterized the faculty, has ensured that the caliber of the commandants selected by the War Department and Department of the Army was extremely high. In addition, the commandants have selected for themselves splendid assistants and surrounded themselves with able officers in key positions. Of course, they could not have done well if they had had a poor team of instructors. That all of the commandants did well, emphasizes the quality of the individual instructor while not detracting from the achievement of their leader. One other contributory factor has been the loyalty and devotion to duty of a vast number of enlisted men and women and civilians. These individuals contribute immeasurably to the final result and make up in part for the lack of continuity of the officer contingent.

PROBLEMS TO BE SOLVED FOR THE FUTURE

Leavenworth has accomplished great tasks with inadequate tools. Unlike West Point, for instance, where adequate permanent buildings have been provided, Leavenworth has had to improvise. In a letter during the past war asking for additional funds for a higher standard of maintenance, the following plea was made:

"Fort Leavenworth, Kansas, is the site of the Command and General Staff School of the

US Army and as such occupies a unique position in the military establishment of our country.

It is in a sense the post graduate school of the Military Academy at West Point and should be compared to that installation rather than the typical Army post."

The need for high maintenance standards in keeping with its mission as a higher institution for our own officers and for those of neighboring and allied nations was then pointed out.

This letter was indorsed urging approval by Maj Gen C. H. Danielson, Commanding the Seventh Service Command, as follows:

"It is urged that this station representing as it does an advanced Command and General Staff School not only for the US Army but probably in the future for the United Nations as well be placed and maintained in physical condition consistent with its mission."

Dr. Jacob S. Orleans, member of the commission which surveyed the College in 1946 stated in a report to the Commandant in August 1948, upon his departure after a tour of duty as Psycho-educational Adviser:

"It is very disturbing to realize that the highest level of Army professional school on which so much of the taxpayer's money is spent does not have a real college plant. It certainly cannot serve to produce the respect that the College should enjoy in the eyes of visitors from other countries when they find that the Command and General Staff College is housed in a former riding academy and temporary buildings."

IMPROVED PLANT

It would seem obvious that provision of an adequate building is a necessity which should not be denied. However, as recently as June 1951 the plans for a proper academic building were disapproved for lack of funds. The provision of permanent and adequate facilities for the accomplishment of a mission so vital to the national interests as the Command and General Staff College appears essential to the national interest. The Infantry School at Fort Benning, a lower school in the Army educational system, has a splendid modern academic building. It is not quite fitting that Leavenworth accomplish its important, long-term mission in a converted riding hall or stables. Leavenworth should attain a status as an exempted station and agency directly under the Depart-

ment of the Army, in a category like West Point where funds and resources can be allocated directly to the school and not be subject to parings and diversions to other projects Army-wide however important. This clarification and delineation of authority was one for which Gen Truesdell fought throughout his tour as Commandant.

INSTRUCTOR SELECTION

Another matter which requires improvement is instructor selection. At the present time the College is subject to selection of instructors nominated by Department of the Army on the basis of availability. This system of trusting to fate to make available officers with proper qualifications to fill key positions on the faculty of a graduate institution is unsound. You cannot imagine Yale or Harvard selecting their instructors using availability as a primary criterion. Neither can you imagine these institutions selecting an instructor without interview. However, this is the case with prospective instructors for the Command and General Staff College.

Not only must instructors be selected primarily on qualifications and by interview, they must also be selected well in advance. Departures from the faculty should be regulated to ensure loss of a minimum number each year. Moreover, replacements should be planned for and notified as much as a year in advance.

LONGER DUTY TOUR

Another defect of the Command and General Staff College is lack of continuity in the faculty. This common fault of Army installations and activities results from the Army rotational policy. This policy which requires that an officer's assignment be changed every 3 years is of questionable validity when applied to an educational institution. It may be open to question that the versatility obtained by such a policy is as desirable in this age of specialization as it may have been in the past. Certainly this short rotational policy has no merit in higher educational institutions. Even in the case of enlisted personnel it would seem reasonable to make use of specially trained individuals in jobs which require their special qualifications.

It is granted that it may not be feasible to assign military personnel permanently to po-

sitions in the educational system. However, a longer tour should be worked out for officers who are detailed to the faculties of our schools. Especially, a system should be worked out where special aptitudes and qualifications can be nurtured and utilized particularly in the higher portions of the Army school system. It is believed that this contribution to continuity could be effected without undue loss of reality and utility which might result from removal of the schools from the normal rotational scheme. Much of the lack of continuity, many of the reorganizations, many of the changes in policy and doctrine could and should be avoided.

STUDENT SELECTION

Another need for the future is better student selection. These standards must be kept high. Since only 50 percent of the officers of the Army can attend the Command and General Staff College, selection must guarantee that the best 50 percent attend. Though motivation of students is found to be extremely high, each year finds some students who are so poorly selected for attendance that it leaves great doubt as to the machinery for their selection. Preliminary tests of prospective students have been found to predict accurately results to be expected. When student quotas were but a fraction of the present 50 percent, the record clearly proves that this selective process before attendance produced a large percentage of graduates who attained outstanding success. Some system of pretesting or other method of improving student selection is highly desirable to eliminate the fractional number of students with inadequate capacity who might otherwise be sent to the College.

LEAVENWORTH AND THE AMERICAN GENERAL STAFF

Our Nation can be extremely proud and thankful that the American General Staff and the institution which trains it is a system of getting a job done and not a power seeking clique. This system is characterized by hard work and attention to detail.⁹ It is marked by selfless devotion to duty and by teamwork rather than egocentric ambition. It signifies cooperation rather than unreasoning adherence to the interests of a particular group.

⁹ "Doctrine of Completed Staff Work," Field Manual 101-5, US Army.

Americans excel in team play, and good staff work is the very essence of teamwork. Improvisation and initiative are also essential attributes of the good staff officer which come easily to the American. Hence the American staff system has been able to capitalize on attributes especially American, and the Command and General Staff College has successfully promoted and welded these attributes into a workable system. That the system has not embodied undesirable elements of the European system is also peculiarly American. Instead of a caste-system army we have had an army based on merit. Moreover, it is an army based on good sound American ideals and ideas of hard work, honesty, and integrity.

Consequently Leavenworth has been good because our Army has been good. And our Army has been good because it has had strong leaders. Leavenworth has contributed greatly to the production of leaders for the Army. The strong begets the strong.

We might carry this line of reasoning one step further. We might say that Leavenworth is strong because our country is strong. The College will not settle back into complacency on laurels of yesterday. Already this great institution is preparing for new and important tasks. Be assured that its leaders of today and tomorrow will be ready for the trials our Nation and our armies must face.

CHAPTER IX

FORT LEAVENWORTH IN 1951

Fort Leavenworth today faces another national crisis. It is ready in this partial mobilization of our armed forces to play its vital part. Plans have been made to accommodate a Regular Class of 600 students, including 60 student officers from allied nations, when school starts again on September 6, 1951. In addition, the Associate Course will be held in the fall this year instead of January as in the past. This course has been expanded to 250 in January 1952 instead of the customary 200 students. A second short General Staff Course will be held for 350 students.

The refresher courses for the Reserve and National Guard Divisions will be held next spring as in the past. Also, the Logistical Command refresher course will be held at that time.

No Special Associate Course will be held at Fort Leavenworth this year. These courses will be held in the army areas. The Command and General Staff College will continue to conduct an Instructor Training Course for Special Associate Course instructors.

Extension courses and packets for Reserve and National Guard units will continue to be written under a combined Department of Non-resident Instruction. The five resident instructional departments will function under a director with an assistant and three teams of six instructors each.

Under the Assistant Commandant, Col M. S. Johnson, the Academic Department will carry out the College mission appropriately organized according to the General Staff system plus a G5 for new developments. The academic mission will be supervised by a Director of Academic Staff with a Deputy each for Plans and Evaluation and for Operations. The academic staff has been augmented and will operate functionally as well as dealing purely with College instructional material. The Deputy for Plans and Evaluation will generally handle those matters formerly the purview of the Department of Analysis and Research with special attention to the important field of new developments. The Deputy for Operations will supervise the production and presentation of instruc-

tional material. The Executive of the Academic Department will handle the administration of the department with special attention to the personnel of the Academic Department.

Leavenworth will continue to monitor doctrine for the Army. A letter from the Chief of Army Field Forces, dated September 25, 1950, charged the Commandant, Army War College, with ensuring "Uniformity of Doctrine, Tactics, and Technique Taught at Schools of the Army Education System." This responsibility was decentralized to the Command and General Staff College. Incident to this responsibility, a Conference of Commandants of Army Service Schools was conducted at Fort Leavenworth January 29 to February 1, 1951. Another conference will be held here November 13 to 16. These conferences will also be held periodically in the future.

Post activities will continue to operate primarily under the Chief of Staff, Col T. B. Hedekin.

MILITARY REVIEW

As it has for several years now the *Military Review* will be published every month by the College. Col H. R. Emery is the present Editor in Chief. This outstanding soundingboard for Army thought and doctrine now circulates monthly to all allied nations 24,800 copies of this pocket-sized magazine. The Spanish edition totals 6,000 copies and the Brazilian edition 4,400. Started in 1937 under Maj Fred Duning as the *Command and General Staff School Quarterly*, the periodical expanded rapidly as World War II came on. About 1939 the name was changed to the *Military Review* and the size from 9 by 12 inches to 6 by 9 inches by Lt Col P. R. Davison, then editor. The Brazilian and Spanish editions were started in May 1945 under Col F. M. Barrows. Editorial offices are located in Pope Hall.

THE POST IN 1951

The Post is as beautiful as ever. As you enter you will see the new Pershing Park housing area on the right just after you cross Corral

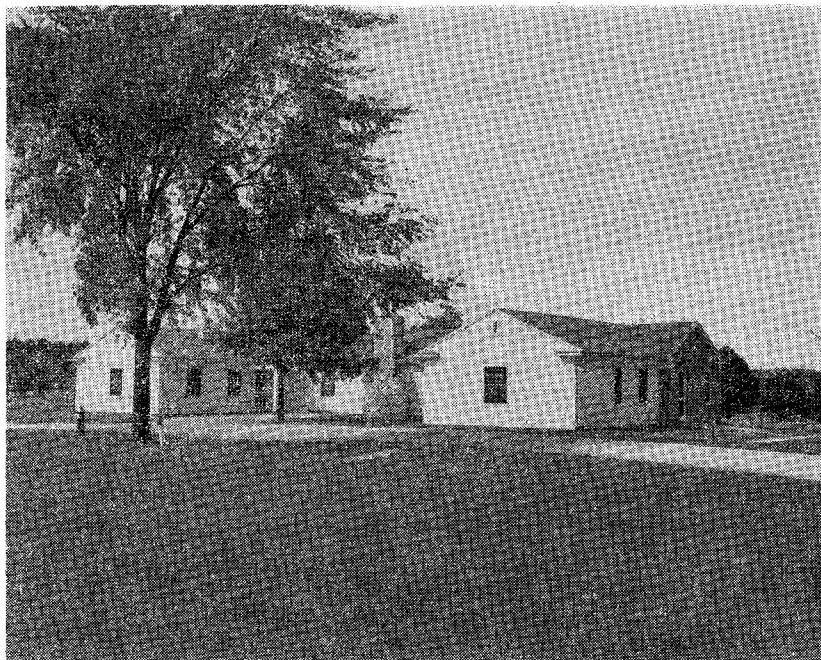


Highway 92 into the Post showing new Pershing Park Area. Old Normandy area is on left and New Normandy on right above Pershing Park.

Creek. In this new development are 150 attractive brick bungalows built under the authority of the Wherry Housing Act.

As you pass the turn-off of Highway 92, you may notice the small golf building on the left

on top of the hill. It was built in 1948 and a wing for golf carts was added this spring. Here many former cadets will be surprised and pleased to see MSgt Freddie Canausa, the former West Point golf coach in charge.



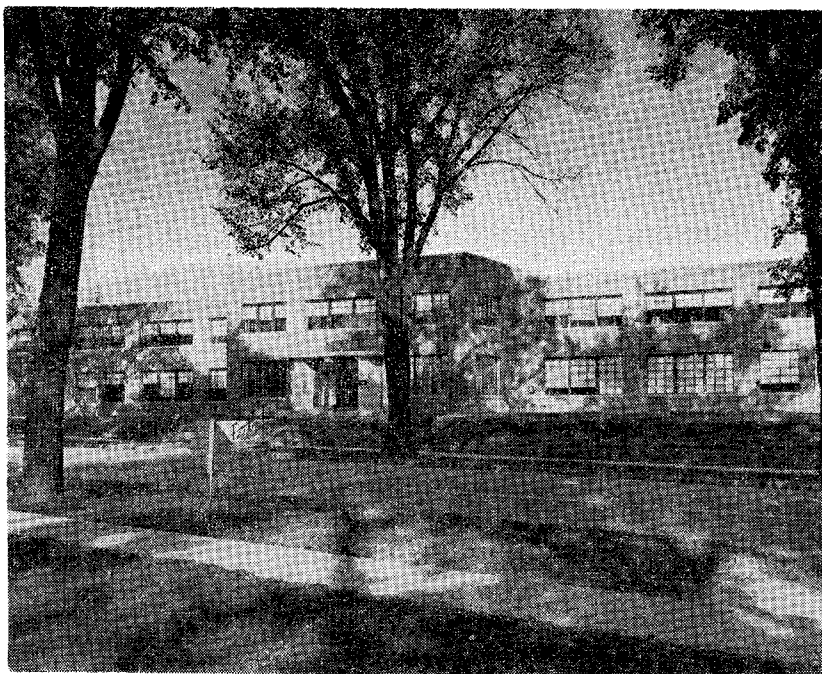
Golf House.

After passing Merritt and Smith Lake on the right is the new Printing Plant. This 2-story modern brick building provides the College with a much needed up-to-date establishment for accomplishing its printing needs. Costing approximately \$900,000, the plant houses excellent equipment for printing the maps and instructional material used by the College. It also prints the *Military Review*. There are two large and two small lithographic presses and six letter presses of various sizes. This press equipment is valued at \$140,000. The plant em-

class of 600 in one room with the partitions slid back.

The Post Exchange this summer added a little ice cream shop in the southeast corner.

The huge red brick YMCA building is still performing its excellent services on the corner of Pope and McClellan for all personnel on the Post. This fine building was erected October 23, 1907, as a memorial to her father by Miss Helen Miller Gould, daughter of the celebrated financier. It is a center for many activities. There was a very popular square dance night for of-



New Printing Plant.

ploys 2 officers, 19 enlisted men, and 80 civilians. The building was completed in September of 1950.

The Army Cooperative Fire Association is still doing business in their basement offices in McNair Hall. Miss Lottie Fuller, Association secretary for years, retired this year after a period of service which made her name a by-word throughout the Army.

Work has been completed on the conversion of Gruber Hall into 12 classrooms which will accommodate 50 students each. The large building has been divided by soundproof sliding partitions. This enables the building to be used either for large assemblies or for small classrooms. It is possible to assemble the entire

ficers and their ladies and one for enlisted men and their girls. The officers' glee club and ladies' choral group practiced there. There was a mixed get-together for sub-teenagers on Saturday evenings called "Play Ops" which they dearly loved. The Brotherhood of Saint Andrew held its monthly supper meetings there. The teen-agers bowled on the basement alleys on Saturday afternoons during the winter. The Boy and Girl Scouts swam in the pool or passed qualifying tests there. Students played badminton or volleyball to keep in trim. Mr. and Mrs. John P. Coughlin, the Director and his wife, both were extremely diligent in many activities and contributed greatly to life on the Post. The YMCA has recently turned over this

facility to the Army. It will hereafter be operated under the special services officer as the Fort Leavenworth Youth Center.

Up in the main building Mrs. Faris is still holding forth in the library. Sgt Pearson has been ordered overseas. Miss Headley is handling the classified materials of the archives, in her customary efficient fashion. Miss Lula Baum, in the visitors' bureau, is a familiar face to returning visitors. She arranges for arrivals and entertainment of all of the visiting dignitaries. In the Class Supervisor's office Miss Grace O'Leary is still keeping schedules and classrooms in order. Miss Nuhn continues to keep the authors out of trouble in Editing and Publications.

Down in the basement under the famous clock tower Bob Baker, the perennial barber, has his shop. His tales of hunting exploits are legend and are backed up by a picture of him on a pheasant shoot. In addition he has autographed pictures of Gen Eddy, Gen Gerow, Gen Eichelberger, as well as specially made facetious diplomas of attest graduation from the Command and General Staff College and Instruction Training. They call the instructor training course humorously the "bull pen."

Mr. Phillips and the Transportation Office are handling with their usual dispatch the tremendous traffic of incoming and outgoing students and their effects.

The coffee shop now occupies the large rear section of Sheridan Hall basement. The teenage ABC (Army Brats' Club) was permitted to use this large room for several of their dances and parties.

The center of the Post geographically is Sumner Place. No doubt in the very old days when it was the parade ground it was the real center of the Post life. A new parking area is being added on the south side of the square to facilitate visitors to graduation exercises.

Boughton Memorial Hall, the Masonic building, faces the Sumner Place Park from the south. This square, modern-Grecian, 2-story, cream brick building was authorized by Act of Congress and completed in 1923. It houses all of the Masonic activities, and under the provisions of the Congressional Act, the Post Office. Mr. William J. Lyons, the Postmaster, has held that position since February 7, 1934.

In back of the Masonic building is the battery of excellent tennis courts. Here Sgt Jones, the tennis professional, keeps a plant which was able to hold with ease the Fifth Army and the All-Army tennis matches the past year. He and Col Huntington Hills were members of both these teams and have done much for the sport on the Post and throughout the Army. A feature of the tennis program this year was an exhibition by a team of professionals including Bill Tilden, Frankie Parker, and Frank Kovacs.

On the southwest corner of the park one of the old red brick buildings houses the Army National Bank. The bank has grown with the Army as witnessed by the following figures:

	<i>Capital</i>	<i>Deposits</i>	<i>Em- ployees</i>
1937	\$ 25,000	\$1,364,231	7
1950	100,000	4,789,936	15

Mr. George Parker, the president, continues to render financial assistance to countless officers of the Army in every part of the world.

To the north of the bank and facing Sumner Place from the west is the WAC barracks. This important part of the Army is in increasing evidence as these new soldiers take over classroom attendant duties and other essential administrative functions, releasing men for combat service.

Down McClellan Avenue and across from the YMCA stands St. Ignatius Chapel. This handsome steepled red brick building was built by the Jesuit priest, Reverend T. H. Kinsella, under the direction of Bishop Louis M. Fink of the Catholic Church. The cornerstone was laid August 18, 1889. There are memorial windows in the chapel to Gen Philip Sheridan and to Mrs. Ellen Ewing Sherman, wife of Gen William Tecumseh Sherman. The property on which the chapel stands was leased from the United States and a revokable license issued by the Secretary of War for the construction of a church June 27, 1884.

Behind the WAC barracks is Building 61 which housed a huge officers' mess during the 1,000-man class period of World War II. A stage has been erected here and the building is used upon occasion as a theater. Here the Parent-Teacher Association holds meetings. It was also the scene of the Dramatic Club plays and Glee Club concerts.

FORT LEAVENWORTH NEWS

Starting with a 2-page mimeograph edition on January 5, 1940, the Post newspaper has matured. It was published then as the *Reception Center News*. It became a real newspaper of four printed pages and cartoons by Milton Caniff and the Wolf by Sansone by November 14, 1942. By January of 1946 the name had been changed to the present caption, *Fort Leavenworth News*. This was an 8-page edition. By 1950 the paper had gone back to 4 pages but was printed as now on slick paper.

Published almost consistently by an enlisted staff the paper has recorded faithfully local events of interest. It has been characterized throughout its long service by outstanding illustrations.

THE US DISCIPLINARY BARRACKS

The Disciplinary Barracks has not changed very much although 12 sentry towers were added around the walls in 1943. Col Rhodes F. Arnold is the present commandant. Since November 6, 1940, the prison has confined on an average some 1,000 prisoners of the Army and Air Force. It has a guard detachment of 362 men and is classed as a "maximum security" installation. The annual report for 1946 showed the cost of operation at \$1,453,575.43. This was offset to some extent by money-making activities of the Disciplinary Barracks, such as:

Laundry	\$135,345.11
Dry Cleaning Plant	34,302.34
Hog Farm	21,124.47

Visitors to the prison that year were the Honorable Robt. P. Patterson, Undersecretary of War; Honorable W. Stuart Symington, Assistant Secretary of War; and Mr. Austin McCormick, noted penologist and consultant to the Secretary of War, Gens Gerow, Livesay, Weyland, and Louis A. Craig.

The cost of operation in 1951 has risen to \$2,225,283.22. The annual cost per prisoner has risen from \$791.91 to \$1,203.60.

Efforts of the Disciplinary Barracks are directed toward restoring the prisoners to a useful, normal civilian or military career. The many activities of the prison have as a purpose training in some skill which will make the inmate self supporting on the outside. Many of the prisoners are parolees who work at various Post activities outside the walls.

The Disciplinary Barracks operates the Army's only military training company. Men confined in other disciplinary barracks who are considered for restoration to duty are given an 8 week's training course here. If these men make good during this training period they are restored to active duty. These men wear a special patch on their shoulders, a white MTC on a blue background. There are up to 50 men in the training company.

The National Cemetery located west of Bidle Boulevard is a point of special interest. There are some 6,000 graves in the cemetery dating back to the Indian Wars. The oldest is that of Capt James Allen, 1846. All of Custer's ill-fated band are buried there. Here lie Lt. John W. Gattan and Indian guides Noisy Owl, Frosted Bear, and Shango Hango of the convoys to Laramie in the 1850s. Gen Henry Leavenworth, who died July 21, 1834, was moved here from Delhi, New York, and reinterred in 1902. Plans are being made to expand the cemetery by 8 acres toward the north.

On the west edge of the reservation is the Hunt Lodge. This large rustic building, once the scene of hunt breakfasts and gatherings, is still a popular place for picnics and informal parties. It is reached by a scenic drive which skirts the crest of a line of hills which parallels the western edge of the Post. Near the center of this drive is a field piece and memorial plaque to Gen Gruber erected in December of 1941.

To the southeast of the US Disciplinary Barracks is the Lewis and Clarke Junior High School. Together with the George Patton Grade School located in the West Normandy Area these schools provide for about 583 students. The schools on the garrison are operated as a part of the school system of the State of Kansas. The United States also appropriates some funds for the support of these schools. They are also backed by an active school board and well-organized PTA. Mrs. Bertha Clement is principal. Approximately 117 students attended grade and high schools in the town of Leavenworth.

Just to the southeast of the junior high school is located Leigh Hall, the Boy Scout meeting house. Built of field stone with a wide fireplace in the single room assembly hall, this building is the hub of an active Scout movement. Sgt Henry Ford, now in the Far East, was for many

years the Scoutmaster and sparkplug for Troop 66. Scouts and Explorers of this giant size troop take an outstanding part in scouting in the Kansas City area. Participation as a troop in the Scout-o-rama held in the American Royal stock show building in that city is a yearly event planned for months in advance. The Blue and Gold Dinner held annually at the Officers' Mess to open the season features a talk by the Commandant to all scouts and cubs, their parents, and friends.

The Girl Scouts also have an attractive rustic meeting building near the Boy Scout hut. The Girl Scouts also have a permanent camp site on the hill to the right of the Hunt Lodge road.

ACTIVITIES

On Hallowe'en each year the entire station celebrates together. The festivity starts with a parade of spooks led by the band. This parade ranges from toddlers to grown-ups in every variety of costume. A committee of judges is on hand to award prizes for the best masquerade. The parade goes from the chapel through the sally port of the College building and wends its way to giant Gruber Hall. Here a carnival is set up with all kinds of raffle booths, baseball throws, and tests of skill conducted by the

various groups on the Post. A special kiddie land is set up with swings, slides, and a movie for the little tots. Scrip money is purchased for the evening, the proceeds going to the Post Activities Fund. Young and old have a hilarious but harmless Hallowe'en. This year the carnival was held in the hangars of Sherman Field.

An amazing variety of activities is sponsored by the Fort Leavenworth Women's Club. With student officers studying most evenings, it is important to have a diversity of interesting things for the wives to do.

The Art Group worked under an instructor from the Kansas City Art Institute 1 evening a week. Their show toward the end of the year was an impressive display of color and talent. Thomas Hart Benton, the renowned artist, visited the Post this past year and loaned the garrison one of his large pictures to hang in the lounge of the Officers' Mess.

The Current Affairs Group met on Sunday evenings about twice each month. Their program this year was built around talks and panel discussions on most of the countries on the periphery of Communist Russia. Some of the speakers featured were: Dr. and Mrs. Norman Sun of Park College, experts on China; Dr. Edgar Rosen of the University of Kansas City, expert on Germany; Mr. Austin MacCormick,



Hallowe'en Parade.

leading penologist; Mr. Gordon Parkinson, TWA foreign representative and traveller. Many of the speakers were experienced officers of the faculty and students of the Army War College and the Command and General Staff College.

The Ladies' Choral Group staged two delightful concerts during the year. The Post is fortunate in having two talented sopranos, Mrs. Woodrow W. Ham and Mrs. James K. Terry. The choral group combined with the Glee Club to present Gilbert and Sullivan's "Trial by Jury" as a farewell for Gen Eddy, who was a great music lover.

The Women's Club also sponsored a sewing club and a hat-making group. These groups staged a fashion show and a display of their handiwork.

There was a flower arrangement display held under the Club's aegis. Also there was a bridge lesson and duplicate bridge group. The Club also sponsored the Ladies Golf Association.

Not connected with the Women's Club, but contributing greatly to Post life, were the music teachers. Miss Margaret Berry has served as post chapel organist and choir director for years. She has successfully produced outstanding church music over a long period of time. In recognition of this fact the choir was invited to sing at the Cathedral in Kansas City during the past year. Miss Berry and Miss Charity

Baker have taught piano lessons to many scores of Army juniors.

There is an active group of horsemen and women who are organized on the Post as the Fort Leavenworth Riding Association.

One of the nice things about the Post is the greenhouse. Mr. Emil Hinz has for many years produced flowers which have brightened the tables of Fort Leavenworth hostesses or the sick rooms at the hospital.

CONCLUSION

This picture of Fort Leavenworth is impressive in a quiet way. It is a peaceful, homelike backdrop against which to cast the warlike drama of a mighty military school. Its tranquility and beauty, its talent, and its kaleidoscopic activities have endured long enough to be a tradition. Perhaps this assured serenity has more than a little to do with the greatness which has been achieved by so many who have passed this way. Perhaps in this green and gracious Post here in the heart of America, far from the stress and turmoil, there are virtues to be drawn from the homes, from the soil, from the very air we breathe that are purely American. Here among families and friends have America's warriors of two great wars been tried by the testing heat of academic strife and annealed by the cooling softness of this Post. The things the American soldier holds most dear have helped to forge his country's shield.